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ABSTRACT

Developed for use in the academic communication classroom of a middle school for the deaf, this student workbook is designed to reinforce the vocabulary and skills presented by the pre-vocational teacher in three areas of home economics: basic cooking, home care, and basic sewing. Each section contains new word lists, short stories, comprehension quizzes, and student activities. The cooking section is divided into units on things to know before you start cooking; use and care of equipment; measurements and abbreviations; table manners, table setting, and table service; beverages; toast; fruit; quick breads; eggs and simple breakfasts; cookies, sandwiches, and simple desserts; and simple luncheons. The section on home care contains units on the home; cleaning tools; care of the bathroom and bedroom; care of the kitchen; the living room, floors, and rugs; pre-treating clothes, mending, and removing stains; laundry care; and safety. The sewing section includes units on good tools; points for beginners; measurements; kinds of stitches; the sewing machine; and using and taking care of the sewing machine. It is designed to accompany the book "I Care for My Home," by Sandra Stem (ED 130 039). (CT)

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State of New Jersey
Department of Education
Division of Vocational Education

HOMEMAKING

a reading & language workbook

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TABLE OF CONTENTS

Page

To the Teacher ii

Section I -- Cooking

(Unit numbers refer to "Our First Foods Book" by Mary Pieslak.)

Unit I – Things To Know Before You Start Cooking 1
Unit II – Use and Care of Equipment 5
Unit III – Measurements and Abbreviations 8
Unit IV – Table Manners, Table Setting, and Table Service 12
Unit V – Beverages 16
Unit VI – Toast 20
Unit VII – Fruit 23
Unit VIII – Quick Breads 25
Units IX and X – Eggs and Simple Breakfasts 28
Units XI, XII, and XIII – Cookies, Sandwiches, and Simple Desserts 32
Unit XIV – Simple Luncheons 35

Section II – Home Care

(Unit numbers refer to "I Care For My Home" by Sandra Stem.)

Unit I – The Home 37
Unit II
- Lessons 1, 2, 3 – Cleaning Tools 42
- Lessons 4, 5 – Care of the Bathroom and Bedroom 46
- Lessons 6 through 11 – Care of the Kitchen 49
- Lessons 12 through 18 – Care of the Living Room, Floors, and Rugs 52

Unit III
- Lessons 1, 2, 3 – Pre-Treating Clothes, Mending, Removing Stains 57
- Lessons 4 through 10 – Laundry Care 59

Unit IV – Safety 63

Section III

(Unit numbers refer to "Learning To Sew, Part 1" by Mary Funari.)

Units I and II – You Can Sew, and Good Tools 66
Unit III – Points for Beginners 70
Unit IV – Measurements 73
Units V, VI, and VII – Kinds of Stitches 77
Unit VIII – The Sewing Machine 81
Units IX and X – Using and Taking Care of the Sewing Machine 83

TO THE TEACHER

This book was developed for use in the academic communication classroom of the Middle School at the Marie H. Katzenbach School for the Deaf. Its purpose is to reinforce the vocabulary and skills presented by the pre-vocational teacher. Although the book is entitled "Homemaking," it deals with all three areas of home economics usually presented to the Middle School students: basic cooking, home care, and basic sewing.

This book is designed to accompany these three books (all available from the Vocational-Technical Curriculum Laboratory, Rutgers – The State University):

"Our First Foods Book" by Mary Pieslak
"I Care for My Home" by Sandra Stem
"Learning To Sew, Part 1" by Mary Funari

It should, however, be possible to use it, with extra help from the teacher, without reference to the above books. In such case it could constitute a course of study on its own.

The order of lesson-presentation corresponds closely to that used in the pre-vocational classrooms. Because many of the skills and much of the vocabulary taught serve as the basis for all life-skills orientation programs, it is hoped that the academic teacher will make every effort to integrate this work into the academic program.

Although it is possible to do otherwise, it is suggested that the lessons contained here be presented *following the completion of the corresponding materials* in the pre-vocational class. In that way, the students will have had an established point of reference and a practical exposure to the subject.

The teacher using this book is urged to refer to the three student instruction books, as those instruction books contain the foundations upon which this workbook was built. Coordination in timing with the pre-vocational teachers will, of course, be necessary as well.

While I have tried to present much of the material through the use of short stories and various exercises, it is hoped that the communications teacher will also use his/her own creativity to further integrate the students' academic and pre-vocational programs. The area of life skills needed in the home affords us a wonderful opportunity for doing so.

The Author

section

1

COOKING

OUR FIRST FOODS BOOK

New Words

a rule	neat
an apron	safety
directions	a pot holder
instructions	to scrape
silverware	to soak
soap powder	to rinse
detergent	to stack
a recipe	steel wool
a utensil	to prepare
a cabinet	cleanser
careful	careless

A New Boy in School

Steven was a new boy in school. He did not follow the teacher's instructions in cooking class. He wanted to be a show-off. He wanted to make Jello by himself.

Steven did not put on an apron. He put some water into a pot. He did not read the recipe. His hands were dirty when he mixed the Jello. He coughed into the pot and dropped some of the Jello on the floor.

At clean-up time, Steven got out the detergent. He washed the pot first. He left the silverware and dishes on the table. The teacher was mad. She did not give Steven any Jello to eat. He broke too many rules.

Student Activity A

Read the story again. Cross out all the things that Steven did wrong.

Student Activity B

Directions: Answer in sentences.

1. Who did not follow instructions?

2. What did Steven make?

3. What did Steven wash first?

4. Who was mad?

Student Activity C

Directions: Write these sentences in the right column below.

Use a pot holder to carry hot pots.

Keep cabinet doors open.

Comb your hair in the kitchen.

Wash your hands before you prepare the food.

Do not play with sharp utensils.

Throw all the glasses in the sink.

Use a wooden spoon to cook hot foods.

Clean up food that falls on the floor.

Wash sharp knives in the sink with the other silverware.

CAREFUL	CARELESS

Student Activity D

Directions: Number these sentences in the right order.

Washing Dishes

_____ Stack the dirty dishes near the sink.

_____ Scrape the food off the dirty dishes.

_____ Rinse the soap off the dishes.

_____ Wash the glasses.

_____ Put the dishes away.

_____ Wash the cooking utensils with steel wool.

_____ Dry the dishes.

Student Activity E

Directions: Write True or False before each sentence.

_____ 1. Cleanser helps clean utensils.

_____ 2. Soak dishes that had eggs on them in hot water.

_____ 3. Safety in the kitchen is important.

_____ 4. A good cook reads directions carefully.

_____ 5. Soap powder is detergent.

_____ 6. You should scrape dishes with a sharp knife.

New Words

equipment
grease
garbage
a drain
a faucet
to spill
a gas stove
an electric stove
a broiler
liquid
to empty
a refrigerator
a freezer
to defrost
baking soda
a burner
a pilot light

Herbie – The Hungry Mouse

Herbie was a friendly little mouse that was always hungry. One day he smelled some cake in Mrs. Johnson's kitchen. He hopped into the garbage can to see what he could find. Next, he ran onto the gas stove. He smelled some grease there and ran away. Mrs. Johnson spilled some milk on the floor and did not wipe it up. Herbie liked the milk and wanted to thank Mrs. Johnson.

Herbie hopped in front of Mrs. Johnson. She screamed and Herbie ran home. Do you think Herbie will go into Mrs. Johnson's kitchen again?

Student Activity A

Directions: Choose the right words to fill in the blanks.

1. Mrs. Johnson's stove was _____ (electric, gas).
2. Mrs. Johnson was a _____ (neat, sloppy) cook.
3. The equipment in Mrs. Johnson's kitchen was _____ (clean, dirty).
4. Herbie likes _____ (clean, dirty) kitchens.
5. The garbage can was not _____ (covered, dirty).

Student Activity B

Directions: Match these by writing a number in each blank.

1.	Baking soda	_____	the coldest part of a refrigerator
2.	A faucet	_____	to drop
3.	A broiler	_____	part of a sink
4.	The freezer	_____	helps clean refrigerators.
5.	A drain	_____	turns the water on and off.
6.	To spill	_____	the hottest part of a stove

Student Activity C

Directions: Circle the word that makes each sentence wrong.

1. An apple is a liquid.
2. The burners on a stove are cold when you cook.
3. An electric stove has a pilot light.
4. Empty the drain of the sink before you wash dishes.

5. Keep all garbage cans open.
6. Clean the stove when it is hot.
7. Throw liquids into garbage cans.
8. Do not start electric burners on high.

Student Activity D

Directions: Number these sentences in the right order.

Defrosting a Refrigerator

___Wash the refrigerator with baking soda.

___Turn the refrigerator on.

___Take everything out of the refrigerator and freezer.

___Dry the refrigerator.

___Put everything back in the refrigerator.

___Turn off the refrigerator.

New Words

to measure	ingredients
level	to sift
a lip	to pack
to pour	fats
shortening	temperature
a few grains	a degree
an ounce	a pound
a pint	a quart
a gallon	a square
baking powder	margarine

Careless Mistakes

Joan was making cupcakes. She needed six ingredients. She put in flour, milk, salt, baking powder, and eggs. The cupcakes tasted awful when Joan was finished.

What do you think Joan did wrong?

Tom was cooking pudding. He poured hot milk into a glass cup and the glass broke.

What did Tom forget to put in the glass cup?

Susan wanted to measure one cup of sugar. She used a liquid measuring cup and filled the sugar to the top of the glass. Susan had measured too much sugar for the recipe.

What kind of measuring cup should Susan have used?

Why?

Mike cooked some rice for dinner. The recipe needed 2 tsp. of salt. Mike put in 2 tablespoons of salt. The rice was too salty.

What mistake did Mike make?

Student Activity A

Directions: Write the abbreviations for the following words:

	Abbreviations
square	
pint	
teaspoon	
degrees	
temperature	
quart	
baking soda	
a few grains	
hour	
gallon	
cup	
pound	
chocolate	
minute	
baking powder	
ounce	
tablespoon	
baking soda	

Student Activity B

Directions: Cross out the measurements that you would *not* use for these ingredients.

Ingredients	Kinds of Measurements
water	pound, pint, degree
chocolate	gallon, square, ounce
B.P.	cup, tsp. T.
time	hr., t., min.
temperature	square, minute, degrees
milk	cup, lb., gallon
salt	f.g., pt., tsp.
pepper	tablespoon, quart, teaspoon

Student Activity C

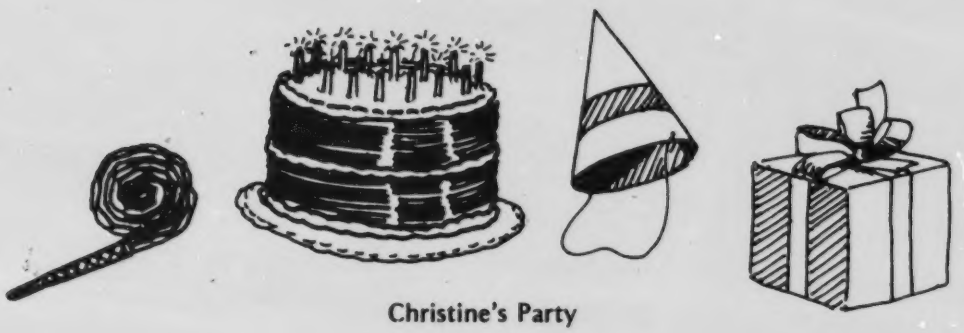
Directions: Fill in the blanks with words from the list below.

1. Margarine, butter, and oil are _____.
2. A liquid measuring cup has a _____ for easy pouring.
3. Sometimes we must _____ flour.
4. 16 ounces equal one _____.
5. Dry ingredients should be _____ when you measure them.
6. To measure brown sugar, you should _____ it down into the cup.
7. Four quarts equal one _____.

pound	sift	level
pack	lip	gallon
shortenings		

New Words

manners	to set the table
polite	to clear the table
a napkin	a saucer
to pass	a tray
a cover	a handle
to reach	to serve



Christine's Party

Christine invited six friends to her 14th birthday party. She helped Mother set the table. She set a fork, knife, spoon, and plate at each cover. She set a saucer under each cup. Then Mother put pretty flowers in the middle of the table.

Christine's friends came at 5 o'clock. They all sat down at the table to eat. Five of her friends waited for Christine to sit down. Bob did not wait. He took a hot dog and began to eat.

The other children politely passed the food around the table. Bob reached across the table to get the potato chips. He ate the beans with his knife. He ate very fast and talked with food in his mouth. When he was finished eating, he threw the napkin on the floor and left the table to watch television.

Christine and her other friends had a good time. Christine's mother used a tray to help clear the table. After dinner she served soda and birthday cake. Bob did not get any cake. The other children did not want him at the table.

Student Activity A

Directions: List four reasons why the children did not want Bob to eat cake with them.

_____

_____

_____

_____

Student Activity B

Directions: Answer in sentences.

1. When did Christine's friends come to the party?

2. When did Bob watch television?

3. When did Christine's mother serve cake and soda?

Student Activity C

Directions: Circle the best answer.

1. Christine's five friends were
   a. sloppy
   b. polite
   c. fresh

2. The children did not want Bob to eat cake with them because
   a. he had bad manners
   b. he had good manners
   c. he was hungry

3. When putting silverware on the table,
   a. touch any part of it you want
   b. do not touch the silverware
   c. touch only the handles

4. Using a tray
   a. makes work in the kitchen hard
   b. helps break things
   c. makes work in the kitchen easier

5. To serve food to everyone at the table
   a. reach across the table
   b. throw food across the table
   c. pass food politely

Student Activity D

Draw a picture of a cover with all of the following in the right places:

plate	spoon
saucer	glass
cup	butter plate
fork	butter knife
knife	napkin

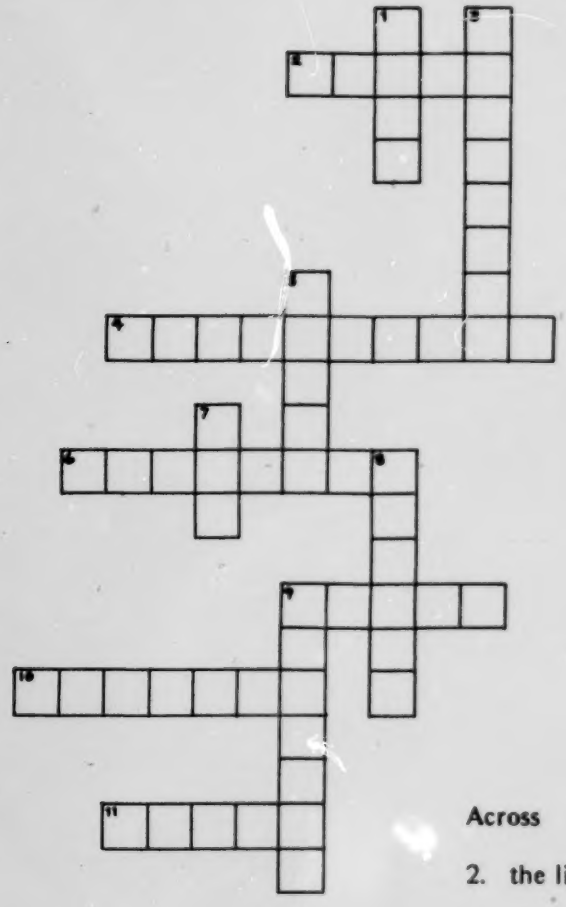
New Words

a beverage	sherbet
punch	carbonated
a fruitade	a paring knife
a fruit fizz	a pitcher
juice	a strainer (to strain)
to mix (a mixture)	a squeezer (to squeeze)
a masher	eggnog
a milk shake	an egg beater
a double boiler	a ladle
a spatula	cocoa

You learned to prepare many kinds of beverages in cooking class. You learned what ingredients to add and what equipment to use. There are many other beverages that you can prepare. Find a recipe that you and your class would like to try. Your communications teacher will help you follow the recipe.

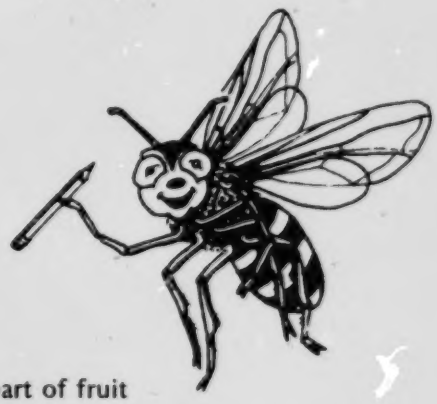
Student Activity A

Directions: Complete this crossword puzzle. All the word are from the list of new words.



Down

1. a beverage that bubbles and fizzes
3. something to drink
5. a chocolate beverage
7. to stir
8. a beverage with eggs and milk
9. a very large glass with a lip and a handle



Across

2. the liquid part of fruit
4. with many little bubbles in it
6. a mixture of sugar, water, and fruit juice
9. a mixture of fruit juices and other liquids
10. a frozen dessert made with fruit juice
11. a large spoon used to serve beverages

Student Activity B

Directions: Name the beverages.

1. Ingredients:
   cold water
   lemons
   oranges
   sugar
   ice cubes

   _____ Name

2. Ingredients:
   sugar
   water
   cocoa
   milk
   salt

   _____ Name

3. Ingredients:
   salt
   sugar
   milk
   eggs
   nutmeg
   vanilla

   _____ Name

4. Ingredients:
   nutmeg or cinnamon
   milk
   vanilla
   sugar
   unsweetened chocolate
   boiling water

   _____ Name

Student Activity C

Directions: List the equipment you would need to make these beverages.

1. Cocoa

Equipment: _____

_____

_____

_____

_____

_____

_____

_____

2. Lime fizz:

Equipment: _____

_____

_____

_____

_____

_____

_____

_____

3. Vanilla milk shake

Equipment: _____

_____

_____

_____

_____

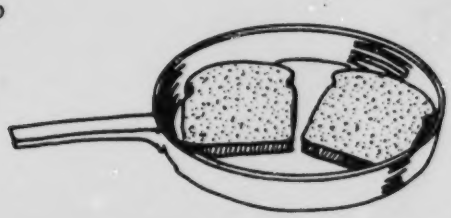
_____

_____

_____

New Words

toast (a toaster)	to bake
to heat	to fry
a jar	nervous
jelly	a frying pan
jam	French toast
to dip	



Ted's First Job

Ted began working in the Corner Restaurant last week. It was his first job and he was nervous.

A young lady came into the restaurant and asked for French toast. Ted did not know how to make it.

Ted got two pieces of bread and baked them for ten minutes. He broke two eggs on top of the bread and served them to the lady. The lady laughed and said, "This is not French toast."

Ted tried again. He dipped the bread into two beaten eggs. Then, he put the bread into the toaster. He served the bread to the lady and asked, "Do you want jelly on your French toast?"

"This is not French toast! You are wasting too much food," said the lady.

The lady told Ted how to prepare French toast. He beat the eggs and milk together. He dipped the bread into the egg mixture. Next, he fried the bread in a frying pan. He served the French toast and put a jar of jam on the table, too.

The lady tasted the toast. She said, "This French toast is delicious. I think you will be a good cook one day."

Student Activity A

Directions: Circle the best answers.

1. Use a toaster to make –
   a. French toast
   b. toast
   c. bread

2. Jam is the same as –
   a. a fruit
   b. candy
   c. jelly

3. Ted wasted food. Ted's boss –
   a. would not care
   b. would be happy
   c. would be mad

4. A person who does not know how to cook French toast should –

   a. find a recipe for French toast

   b. never make French toast

   c. use a toaster or bake the bread

Student Activity B

Directions: Number these sentences in the right order.

_____ The lady helped Ted.

_____ Ted started a new job.

_____ Ted tried to bake the bread.

_____ The French toast tasted delicious.

_____ Ted would make French toast the right way next time.

_____ Ted put the wet bread in the toaster.

_____ A lady asked for French toast.

New Words

fresh	a section
a colander	a pit
to drain	a sifter (to sift)
to stuff	a core (corer)
ripe	sauce
to chill	to stew
a stem	

You learned the names of many new fruits in cooking class. You learned to prepare fruits in many different ways.

Read each of the following riddles carefully. Try to name the fruit in each riddle. Use your Foods book if you need help.

1. I am smaller than an orange, but I am the same color. I have many sections and a thick skin. I am a _____

2. I am the biggest fruit there is. I am green on the outside and red on the inside. I have black seeds in me. I am very juicy. _____

3. I grow in Hawaii and Puerto Rico. I am yellow inside and very sweet. Be careful! My outside skin can hurt you. I am a _____

4. I am green and sour before I get ripe. I am red and sweet when it is time to eat me. I have a core and seeds inside me. Use me to make a sweet sauce. I am an _____

5. I am round, red, and juicy. There are many, many seeds inside me. Some people call me a Chinese apple. I am a _____

6. I am green and sour. Use me to make punch or fruitade. I am a _____

7. We are small and sweet. We can be red or blue. Use a colander to wash and drain us. We are _____

8. I am a delicious summer fruit. I have a smooth skin and grow on trees. I can be green or red or dark blue. Do not eat my pit. I am a _____

9. Watermelon and honeydew are part of my family. I have a rough skin and am orange inside. My seeds are white. Some people like to eat me chilled. I am a _____

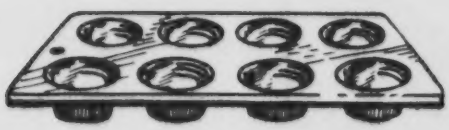
10. When I am ripe I am soft and very juicy. My skin is fuzzy and yellow-orange. I have one large pit. I am a _____

11. We are dried plumbs. Some people stew us and chill us before serving. We are _____

12. I am a delicious, small fresh fruit. I am red with a green stem. Use me in jam and jelly or put me in cereal. I am a _____

New Words

a cake rack	baking powder
a cookie cutter	a biscuit
dough	a muffin
batter	to knead
	a toothpick



Busy in the Kitchen

Mrs. Geoffrey had many things to do. She wanted to make biscuits and blueberry muffins before the children came home from school.

First, Mrs. Geoffrey prepared the biscuit dough. She sifted the flour, baking powder, and salt into a bowl. She added the other ingredients and kneaded the dough. She cut the dough with a cookie cutter and put the biscuits in the oven to bake.

Next, Mrs. Geoffrey got out the ingredients to make muffins. She mixed the batter and poured it into the muffin pan.

The telephone rang. It was Mrs. Geoffrey's friend. She and her friend talked a very long time. Mrs. Geoffrey forgot about the biscuits in the oven. One hour later she smelled something.

The biscuits burned! They were hard and black. Mrs. Geoffrey was mad at herself. She had been careless. She put the muffin pan in the oven. She would be careful this time.

In twenty minutes, Mrs. Geoffrey put a toothpick in one of the muffins. It came out clean and dry. The muffins were ready. Mrs. Geoffrey put them on a cake rack. She was happy to see the perfect muffins. She would try not to be careless again.

Student Activity A

Directions: Write True or False before each sentence.

_____ 1. Mrs. Geoffrey kneaded the muffin batter.

_____ 2. Mrs. Geoffrey was busy.

_____ 3. Use a cookie cutter to make biscuits.

_____ 4. A careless person is a good cook.

_____ 5. A cake rack helps to cool muffins and biscuits.

_____ 6. Burned biscuits taste good.

Student Activity B

Directions: Answer in sentences.

1. How long did the biscuits bake?

2. How long did Mrs. Geoffrey talk on the telephone?

3. How long did the muffins bake?

Student Activity C

Directions: Write each phrase in the right column.

– a muffin mixture

– use your hands to knead it

– soft, not sticky

– a biscuit mixture

– thin and sticky

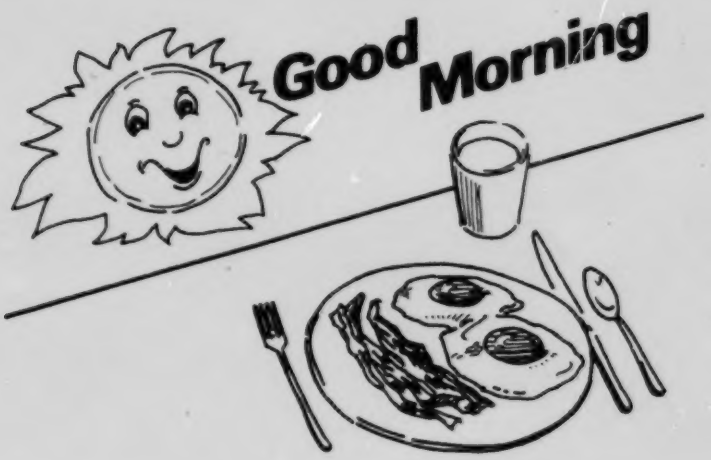
– melted shortening and dry ingredients

– cold shortening and dry ingredients

Batter	Dough

New Words

a soft-cooked egg	to plan
a hard-cooked egg	a menu
a scrambled egg	a meal



Breakfast is the first meal of the day. It is important to eat a good breakfast every day.

Student Activity A

Directions: Plan a breakfast menu that you would enjoy eating.

_____

_____

_____

_____

_____

_____

List the utensils that you would need to prepare the menu above.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Student Activity B

Directions: Read the menus below. Which foods would you prepare first? Number the foods in the order of preparation.

Breakfast Menu #1

_____ orange sections

_____ cooked cereal

_____ milk

Breadfast Menu #2

_____ coffee

_____ orange juice

_____ soft-boiled egg

_____ toast

Breakfast Menu #3

_____ scrambled eggs

_____ muffins

_____ milk

_____ jelly

Breakfast Menu #4

_____ buttered biscuits

_____ tea

_____ hard-boiled egg

_____ grapefruit

Student Activity C

Directions: Draw the cover for each of the above menus.

Breakfast Menu #1

Breakfast Menu #2

Breakfast Menu #3

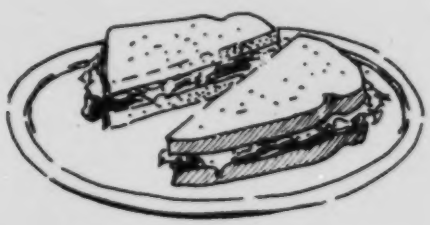
Breakfast Menu #4

New Words

dessert	to spread
pudding	mayonnaise
to slice	a snack

Most people eat three meals each day: breakfast, lunch, and dinner. You may eat sandwiches for lunch or for a light dinner. Some people eat sandwiches for a snack when they get hungry.

The following story is true. It will tell you how the sandwich got its name.



The Earl of Sandwich

The Earl of Sandwich was a very rich man. He lived in England about 1750. The Earl loved to play cards with his friends. He would not stop playing when it was time to eat.

One night, the Earl was playing cards with three of his friends. The cook rang the dinner bell, but the Earl would not leave the card table. The cook had prepared roast beef, potatoes, carrots, and pudding for dessert. The Earl was hungry, but he loved playing cards.

The Earl of Sandwich had an idea. "Bring me bread and meat," he said. "I don't want to waste time or dirty the cards with my food."

The cook sliced some bread. She spread butter on the bread and put meat between two slices. She gave it to the Earl to eat. The Earl ate with one hand and played cards with the other hand. He loved it!

From that day on, bread with meat in between the slices was called a sandwich. The Earl ate many more sandwiches. Today, we eat sandwiches too. Sometimes our sandwiches may be a little different. But it is fun to remember that it was the Earl of Sandwich who started the idea a long time ago.

Student Activity A

Directions: Fill in the blanks.

1. The Earl of Sandwich loved to play_____.

2. The cook prepared_____, but the Earl would not stop to eat it.

3. The cook_____ butter on the bread.

4. A sandwich has two_____ of bread.

5. The Earl ate the first_____.

Student Activity B

Directions: Cross out the words that do *not* belong.

1. Which one would you *not* spread?

   butter, lettuce, mayonnaise

2. Which one is *not* a good snack?

   baking powder, a tangerine, a sandwich

3. Which one *can't* be sliced?

   bread, a tomato, punch

4. Which one *can't* be prepared?

   a meal, a toothpick, pudding

5. Which one is *not* a dessert?

   a sandwich, ice cream, cookies

Student Activity C

Directions: Go to the library. Find a picture of the Earl of Sandwich. Then answer these questions.

1. When did the Earl of Sandwich live?

2. Where did the Earl of Sandwich live?

3. Why is the Earl of Sandwich famous?

Cheryl was very proud of all she had learned in cooking class. She invited four friends to her home for lunch.

Cheryl planned this menu:

grapefruit and orange sections
cream cheese and jelly sandwiches
nut cookies
ice cream
limeade

Student Activity A

Directions: Draw the cover for this luncheon.

Student Activity B

Directions: Fill in the blanks.

1. Cheryl prepared the _____ the day before.

2. She made the _____ in a pretty pitcher.

3. She needed a chopping bowl to make the _____.

4. Cheryl kept the _____ in the refrigerator until lunch time.

5. The _____ were the last things she prepared.

6. The _____ will be served first.

7. The _____ will be served last.

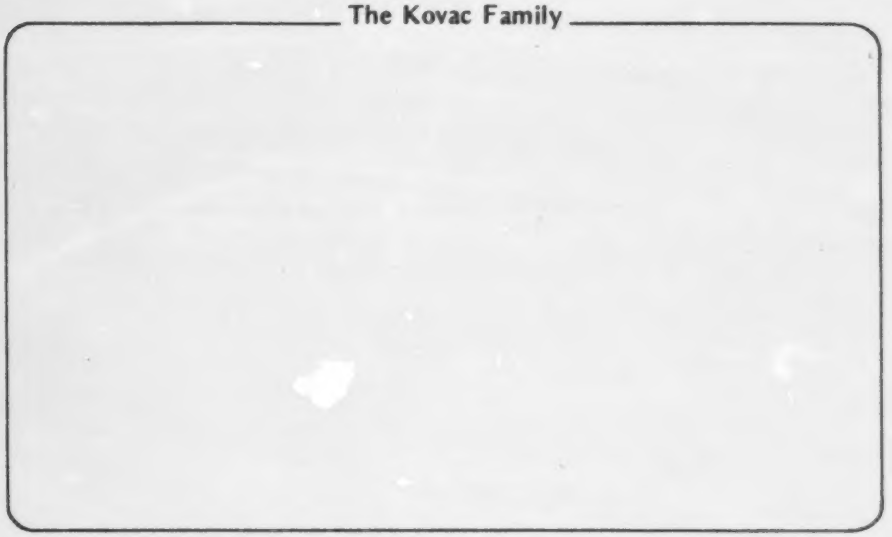
8. The _____ and _____ must be served cold.

section

2

HOME CARE

The Kovac Family



Mr. and Mrs. Kovac have three children. Jackie and Jenny are twins. They are 12 years old. Kevin is 13 years old and goes to junior high school.

The Kovacs are very lucky. They just moved into a new home. The house has a kitchen, living room, bathroom, and three bedrooms.

The kitchen is nice and big, with a round wooden table in it. Mr. Kovac will paint the kitchen yellow.

The living room has a low ceiling and two large windows. There will be a blue couch and chair in the living room.

Jackie and Jenny share a bedroom. Their curtains have pink and blue flowers on them, and the walls are pink.

Kevin's room is small, but is painted a nice, cool color. He likes his room because it is a quiet place.

Mr. and Mrs. Kovac have a large bedroom. One wall has orange and brown wallpaper on it. The room is very sunny and pretty.

Everyone in the Kovac family loves their new house. They are excited about painting it and making it look pretty. They will take good care of their new home.

Student Activity A

Directions: List the new words you found in the story.

Student Activity B

Directions: Draw a picture of the Kovac family under the title of the story.

Student Activity C

Directions: Write short answers.

1. What color will the kitchen be?_____

   What color do you think the kitchen floor should be?_____

2. Is the living room ceiling low or high?_____

   Should the ceiling be a light or dark color?_____

3. What color is the living room furniture?_____

   What color do you think the walls should be?_____

4. What color are the curtains in the girls' room?_____ _____

What color are the walls?_____

What color do you think the rug should be?_____

5. What colors may Kevin's room be painted?_____

6. What color is the wallpaper in Mr. and Mrs. Kovac's bedroom?_____

What would be a good color for the rug?_____

7. Who will take care of the house?_____

Student Activity D

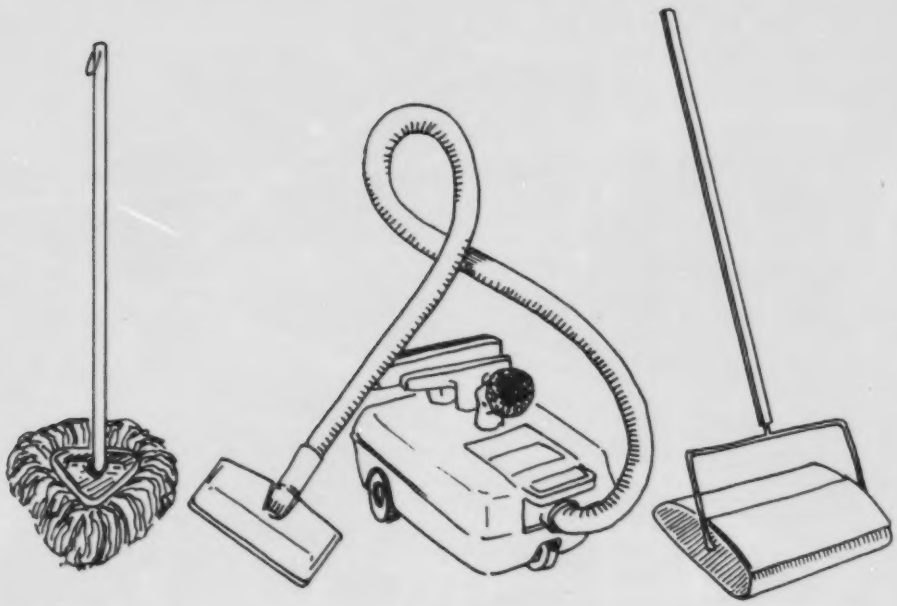
Directions: Put these things in the right columns on the next page.

shower	toilet
dresser	towels
sofa	night table
oven	cabinets
table	lamp
fireplace	bathtub
bed	refrigerator
sink	desk
rug	mirror

Bedroom	Bathroom	Kitchen	Living Room

New Words

a bucket	rubber gloves
a broom	a vacuum cleaner
detergent	a wax applicator
a brush	a mop
a sponge	a floor polisher
a housekeeper	a carpet sweeper



A good housekeeper needs many tools to take care of a home. You have learned about many of these tools.

Can you answer the riddles below? Use your "Home" book if you need help.

Riddle #1

I have many uses. I clean bathtubs, toilets, and bottles. You can use me to wash floors, and vegetables, too. I am a _____

Riddle #2

I am a person who takes care of a home. I clean and keep the house neat and pretty. I am a _____

Riddle #3

I am a kind of soap. I can bubble. Use me to wash dishes, clothes, and floors. I am a _____

Riddle #4

I am a machine that cleans floors and rugs. I have a motor in me that makes me work. I am a _____

Riddle #5

We have ten fingers. We help keep your hands smooth and soft. Wear us when you work with detergent and water. We are _____

Riddle #6

I have a long handle to make your work easier. People use me to sweep the floor. Children think witches ride on me. I am a _____

Riddle #7

I clean the floor, too. I can clean rugs, but I have no motor. I am a machine, but I am not electric. I am a _____

Riddle #8

I am a long handle with a sponge on the end of me. Use me to make your floors shiny. I am a _____

Riddle #9

I make floors shiny, too. I am electric. I have a motor that makes your work easier. I am a _____

Riddle #10

I have holes in me, but I am not broken. When I am wet, I am soft. Use me to clean many different things. I am a _____

Riddle #11

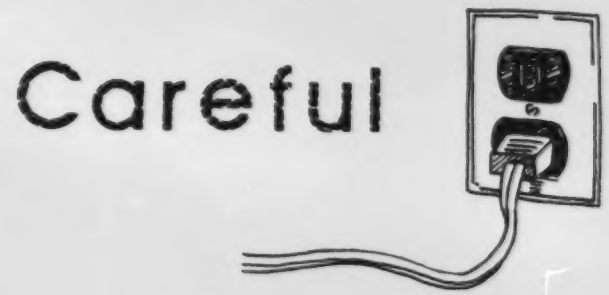
Some people call me a pail. I can hold a lot of water. I have a handle and I can be metal or plastic. I am a _____

Riddle #12

A housekeeper can use me to dust or wash the floor. You can use me wet or dry. I am a _____

New Words

to wipe	a mattress
cleanser	a sheet
ammonia	a blanket
electricity	a shock
to plug (a plug)	



Kevin's Mistake

Kevin wanted to help his mother clean the house. He would clean the bathroom and the bedroom.

First Kevin dusted the bedroom furniture. He took the dirty sheets off the bed and turned the mattress over. He put clean sheets on the bed and put the blanket back on, too. He cleaned the mirror and made sure the whole room was neat.

Next, Kevin went into the bathroom. He washed the walls and wiped the bathtub and sink with ammonia until they shined. Kevin cleaned the toilet with cleanser and put clean towels out for his family.

Finally, he swept the floor and mopped it with bathroom detergent. Everything looked perfect.

Kevin's hands were wet and soapy. He remembered the bedroom floor. He did not clean the rug before. He got out the vacuum and plugged it in.

Kevin got a shock. He was careless. Do you know what he did wrong?

Student Activity A

Directions: Number these sentences in the right order.

___ Kevin cleaned the bathroom floor.

___ Kevin got a shock.

___ The bathroom and bedroom were dirty.

___ Kevin dusted in the bedroom.

___ Kevin changed the sheets.

___ He used cleanser to clean the toilet.

Student Activity B

Directions: Circle the best answer.

1. Kevin was –
   a. helpful
   b. lazy
   c. careful

2. Use cleanser and ammonia to clean the –
   a. living room
   b. bedroom
   c. bathroom

3. After Kevin cleaned the bathroom, it looked –
   a. messy
   b. neat and pretty
   c. dirty

4. When your hands are wet, –
   a. play with electricity
   b. turn on a vacuum
   c. do not touch anything electric

5. An electrical shock can –
   a. help you
   b. hurt you
   c. feel good

New Words

a counter	a cabinet
baking soda	a scouring pad (to scour)
to spill	a burner
	an appliance

A Big Help

Last Saturday Mrs. Kovac went shopping. Mr. Kovac said, "Don't worry, I'll clean the kitchen and have dinner ready when you come home."

Mr. Kovac began by cleaning the refrigerator. He threw away some bad apples and some smelly fish. Then he wiped the refrigerator with salt and water to make it smell good.

He made himself a pot of coffee. Some of the coffee spilled on the floor, but Mr. Kovac was too busy to wipe it up. He drank a cup of coffee and put the hot coffee pot in the cabinet. He tried to clean the burners on the stove. One of them was still hot and he burned himself.

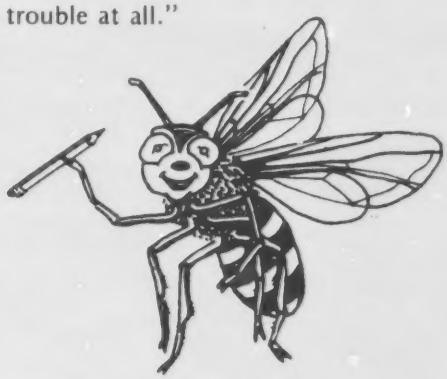
For dinner, Mr. Kovac wanted to make hamburgers and pudding. He made the chocolate pudding in a big pot. He put the hot pot on the counter while he looked for little dessert dishes. He picked up the pot and saw a big black burn on the counter. Mr. Kovac hoped his wife would not be mad.

The children loved hamburgers. Mr. Kovac planned to make them in the frying pan. He turned the heat to high and put the hamburgers in the pan. When he turned a hamburger over, fat spilled and a fire started. The fire got bigger. Then, he remembered what to do. He quickly put baking soda on the fire and it went out.

The kitchen door opened. It was Mrs. Kovac.

"Did you have trouble today?" Mrs. Kovac asked.

Mr. Kovac answerd, "No trouble at all."



Student Activity A

Directions: Read the story again. Underline all the things that Mr. Kovac did wrong.

Student Activity B

Directions: Write sentences telling the right way of doing each of these things.

The Wrong Way	The Right Way
1. Clean the refrigerator with salt and water.	
2. Put appliances away while they are still hot.	
3. Do not bother to wipe up spills.	
4. Use water to put out grease fires.	
5. Put hot pots down on the counter.	
6. Clean the burners while they are still hot.	

Student Activity C

Directions: Write True or False before each sentence.

_____ 1. Mr. Kovac wanted to help Mrs. Kovac.

_____ 2. Washing with salt and water makes the refrigerator smell good.

_____ 3. Mr. Kovac wiped up the spilled coffee very quickly.

_____ 4. Mr. Kovac made hamburgers on the stove.

_____ 5. Baking soda can put out a fire.

_____ 6. Mr. Kovac had no problems in the kitchen.

New Words

to shampoo	a wastebasket
a carpet	to polish
company	curtains
an ashtray	cleaning fluid
a shade	a slipcover
a cushion	a stain
an idea	to arrive

A Surprise for Mrs. Kovac

Jackie, Jenny, and Kevin had a wonderful idea. july 21 would be Mrs. Kovac's birthday. The children wanted to plan a surprise party. Mr. Kovac would take Mrs. Kovac to the park all afternoon. He would bring her home about 7 o'clock.

Kevin and the twins were very excited. They had much work to do. They invited about 10 people to the party and had to get the house ready for the company.

Jenny dusted the living room. She wanted to shampoo the rug, but did not have enough time. She vacuumed the carpet and polished the furniture. Finally, she cleaned the ashtrays and the wastebasket.

Jackie vacuumed between the cushions on the couch. She found a stain on a slipcover and used a little cleaning fluid to take it out.

Jackie and Kevin worked together to clean the windows. Jackie took the shades off the window. She washed the windows carefully. Kevin washed the curtains and put them back up. They looked beautiful.

The company started to arrive about 6:30. Everyone brought something different to eat for the party. There were sandwiches, cookies, cakes, ice cream, and much more.

At about 7 o'clock, Kevin heard his parents' car. He yelled, "Here they come!"

Everyone was quiet. Mrs. Kovac opened the door and they all yelled, "Surprise!" Mrs. Kovac looked around and saw all of her family and friends. Then, she looked at the shiny windows and clean rug. She saw the polished furniture and the clean curtains. The living room looked beautiful.

Mrs. Kovac said "I wish it was my birthday everyday!"

Student Activity A

Directions: Match the words to their meanings.

A.	a carpet	___	people who come to visit
B.	a shade	___	to make clean and shiny
C.	a slipcover	___	a rug
D.	company	___	a soft pillow for a chair
E.	a cushion	___	a cover to keep furniture clean
F.	to polish	___	a cover for a window to keep out the sun

Student Activity B

Directions: Answer in sentences.

1. Who had a birthday?

2. When was Mrs. Kovac's birthday?

3. Who planned the party?

4. List Jenny's cleaning jobs.

   a.

   b.

   c.

   d.

5. What was Kevin's job?

6. Who brought the food to the party?

7. Where did Mr. Kovac take Mrs. Kovac?

8. When did the company arrive?

9. When did Mr. and Mrs. Kovac arrive home?

10. What did Mrs. Kovac wish?

Student Activity C

Directions: Cross out the wrong answer.

1. The children –
   a. did not want to clean the house.
   b. were excited about the party.

2. Mr. Kovac –
   a. knew about the surpise party.
   b. did not know about the party.

3. Jackie, Jenny, and Kevin –

   a. worked well together.

   b. liked to fight about the work.

4. Mrs. Kovac wished it was her birthday everyday because –

   a. the children would help her clean the house.

   b. she would get older quickly.

Student Activity D

Directions: Tell who said these things.

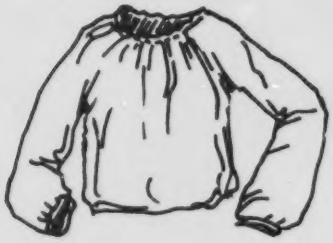
1. _____ yelled, "Surprise!"

2. _____ said he would take Mrs. Kovac to the park.

3. "I wish it was my birthday everyday," said _____.

4. _____ said they wanted to have a party for their mother.

5. "Here they come!" yelled _____.



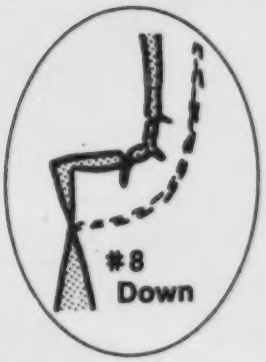
New Words

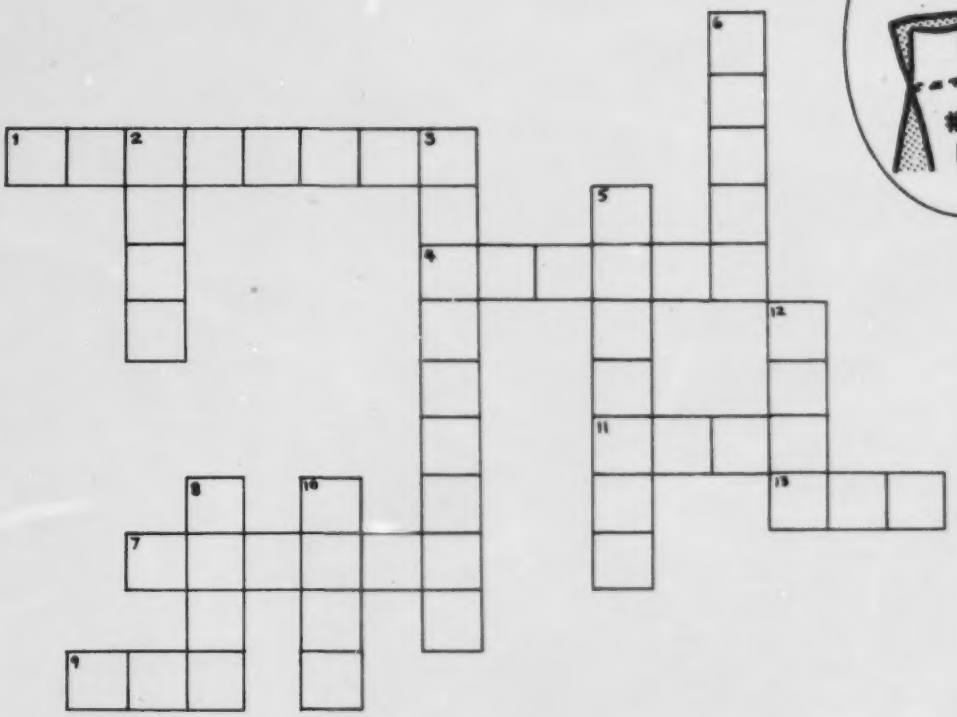
laundry	thread
to soak	a stitch (to stitch)
to pre-treat	a hem
to remove	a hole
to dissolve	a seam
to mend	a patch
an applique	to darn
to embroider	washable
to dry clean	bleach

You learned how to get clothes ready for washing. You will soon learn how to wash and iron clothes, too.

On the next page is a crossword puzzle. The puzzle is about pre-treating clothes, mending, and removing stains. All the words are in the list of New Words. Use your "Home" book if you need help. Good luck!

Student Activity A





ACROSS

1. Clothes that can be cleaned with soap and water are _____.

4. A liquid that makes clothes very white; it helps take out stains.

7. To take out a stain.

9. The bottom of a skirt, dress, or pants has a _____ .

11. To stitch a hole with thread.

13. Clothes that are not washable must be _____ cleaned.

DOWN

2. To leave clothes in water for a long time.

3. Some people like to _____ pretty pictures on clothing with colored threads.

5. Dirty clothes that need to be washed.

6. A _____ can cover a hole in a sleeve or in pants.

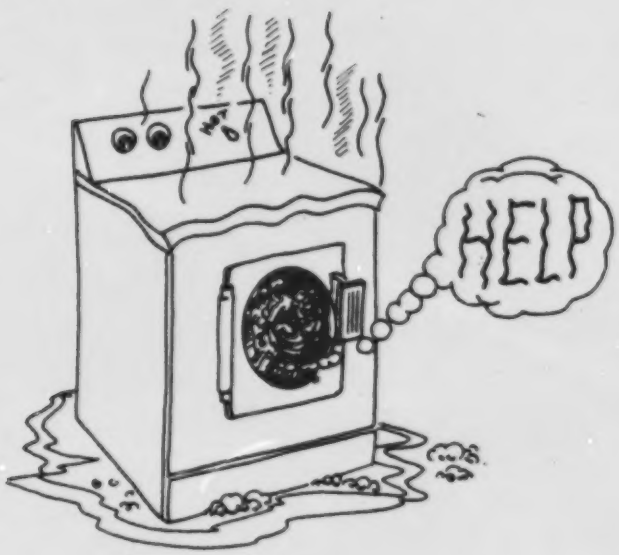
8. The picture above shows a _____.

10. A _____ can be mended by darning, patching, or embroidering.

12. To fix by darning, patching, or embroidering.

New Words

to separate	a label
fuzzy	temperature
to shrink (shrank)	delicate
wrinkled	lint
to tear (torn)	a joke
permanent-press	a mess
cycle	



The Joke Is on Kevin

Mrs. Kovac was ready to do the laundry. She put some of the dirty clothes in the washing machine downstairs. She set the machine to cold water, delicate cycle. The telephone rang. Mrs. Kovac ran upstairs to answer it.

Kevin thought of a good joke to play on his mother. He quietly went downstairs and turned the washer to hot water, heavy wash. He also put a fuzzy sweater and a red shirt in the washing machine. Mrs. Kovac did not hear him.

When the clothes were finished, Mrs. Kovac opened the washer and yelled, "Oh, no!"

Mr. Kovac's tan permanent-press shirt was red. Jenny's nightgown was torn and wrinkled, and Jackie's dress shrank to a smaller size. The yellow towels were now a funny orange color. Lint was on everything. The laundry was a mess.

Kevin heard his mother yell. He said, "How do you like my joke? Isn't it funny?"

"No, it is not funny. Look at these clothes. They are a mess," said Mrs. Kovac.

"Oh, Mom, they are not important. Don't worry about them," said Kevin.

Then Mrs. Kovac took Kevin's blue football shirt out of the washing machine. It had turned purple. Before it was a size 14, and it shrank to size 12.

"Look at my football shirt," said Kevin. My team wears blue shirts, and my shirt is purple. It's too small for me, too. This shirt is no good any more! What will I wear in the football game on Saturday?"

"Don't worry about it," laughed Mrs. Kovac. "It's not important, is it?"

Student Activity A

Directions: Number these sentences in the right order.

___ Mrs. Kovac showed Kevin his football shirt.

___ The telephone rang.

___ Mrs. Kovac set the temperature of the water on cold.

___ Kevin was unhappy about his football shirt.

___ Kevin changed the water temperature.

___ The hot water made the clothes shrink.

Student Activity B

Directions: Write True or False before each sentence. Fix the false sentences by changing a word or putting in a word.

_____ 1. Cold water will shrink sweaters.

_____ 2. You should separate colored clothes and old clothes when you wash them.

_____ 3. Permanent-press clothes will have many wrinkles when they dry.

_____ 4. Fuzzy clothes will leave lint in the washing machine.

_____ 5. Work pants should go in a delicate wash.

_____ 6. Labels will tell you how to wash your clothing.

Student Activity C

Directions: Write *one* new sentence using *'s*.

Example: Mrs. Kovac had a telephone.
The telephone rang.

Mrs. Kovac's telephone rang.

1. Mr. Kovac had a shirt.
   The shirt was red.

   _____

2. Kevin had a football shirt.
   The shirt shrank.

   _____

3. Jenny had a nightgown.
   The nightgown was wrinkled and torn.

   _____

4. Jackie had a dress.
   The dress shrank to a smaller size.

   _____

Student Activity D

Directions: Separate this laundry into four piles for washing.

a small rug
a slip
white sheets
a fuzzy bathrobe
blue jeans
a toy lamb
a nightgown with lace
white pillow cases
a yellow blanket
a little girl's party dress
Mr. Kovac's workshirts
white towels
brown work pants
Kevin's undershirts

Fuzzy Clothes	White Clothes	Delicate Clothes	Work Clothes

New Words

safety	dangerous
first aid	a wire
careless	careful
gas	a spray can
explode	extinguisher (extinguish)

Here are five short stories about the Kovac family. Read the stories carefully to find out who was careless.

Kevin

Kevin liked to listen to records. For his birthday, his parents gave him a new record player. He put the record player on a small table in his room. Then Kevin put the wires along the wall but on top of the rug. He took care of his new gift and remembered to turn it off when he was finished listening to records.

Mr. Kovac

Mr. Kovac kept gasoline outside in a metal can. The can was away from the heat so it would not explode. Mr. Kovac kept a fire extinguisher outside, too.

Jackie

Jackie ironed a delicate, pink blouse. She set the iron on a high temperature and started to iron. Jackie did not pay attention to her work. She started to day-dream and burned a hole in her blouse.

Mrs. Kovac

Mrs. Kovac vacuumed the living room rug. She carefully plugged in the vacuum and cleaned under all the furniture. She saw a pin on the floor and picked it up. When she finished, Mrs. Kovac put the vacuum cleaner away.

Jenny

Jenny was playing outside and tore the seam in her pants. She opened the sewing machine and plugged it in. Jenny slowly sewed the seam together and cut the thread with a sharp pair of scissors. Then she carefully put the scissors and the sewing machine away.

_____ was careless.

_____ were careful.

Student Activity A

Directions: Circle the safe things to do.
Cross out the dangerous things to do.

1. Put electrical wires under the rug.

2. Pick up pins and needles with the vacuum.

3. Throw spray cans in the fire.

4. Keep cleaning fluid away from children.

5. Put electrical wires on top of the rug.

6. Clean the burners of a stove when they are hot.

7. Wash all electrical appliances in the sink.

8. Turn appliances off when you finish with them.

Student Activity B

Directions: Fill in the solutions on this chart.

Problem (What's Wrong)	Solution (What You Should Do)
1. You got a shock from the vacuum cleaner.	
2. The stove is turned off, but you smell gas in the kitchen.	
3. The iron is too hot for delicate clothing.	
4. Bacon is cooking on the stove. A fire starts in the pan.	
5. You want to plug in the coffee pot, but your hands are wet.	

section

3

SEWING

Learning To Sew

PART I

New Words

to alter	a pattern
to measure (measurement)	to fit
fabric	by hand
a size	material
a pincushion	an emery
a thimble	a needle
a spool of thread	shears
a tape measure	a visor

The Perfect Fit

Jeff went shopping one day and saw a neat sun visor for $6. He wanted to buy it, but he did not have enough money. It was too expensive.

Jeff thought for a moment and then he had a good idea. He would buy material and a pattern and sew the visor himself.

There were many different materials to choose from in the fabric store. Jeff chose dark blue material. He did not know what size pattern to buy. The salesperson wanted to measure Jeff's head, but he said, "No, I guess size 8 will fit me." The pattern and the material cost $2.00.

Jeff was very excited about making his sun hat. He went home and got out all the tools he would need. He took out a thimble, a needle, some pins, a spool of blue thread, cutting shears, and an emery to sharpen the needle!

The shears were very sharp, but Jeff was careful. He sewed the visor by hand. When he finished, it looked beautiful. Jeff was so proud.

Jeff's friends would like the visor, too. He wanted to show them his new hat. Jeff put the visor on his head, but ——— oops!

He tried again. He put the sun visor on his head and again ——— oops!

The visor fell down to Jeff's nose. It did not fit him right. Now he would have to alter the hat to fit him. He was sorry he had guessed the size. Next time he would measure himself first.

Student Activity A

Directions: Circle the best answer.

1. Jeff sewed the sun visor himself because —
   a. he could not find a visor in the store
   b. the visor in the store was too expensive
   c. he liked to sew

2. The size 8 pattern was –
   a. too big
   b. too small
   c. the right size

3. Jeff needed a size –
   a. 1
   b. 6 or 7
   c. 9 or 10

4. A sun visor is a good hat for playing ball because –
   a. it looks cute
   b. it makes your head hot
   c. it helps you to see in the bright sunlight

5. The sun visor in the store cost $6.00. The pattern and the material cost $2.00. How much money did Jeff save by making the visor himself?
   a. $8.00
   b. $4.00
   c. $6.00

6. Which tool should Jeff have used *before* he cut out the pattern?
   a. shears
   b. an emery
   c. a tape measure

Student Activity B

Directions: Number these sentences in the right order.

___Jeff cut out the pattern.

___Jeff altered the sun visor.

___The visor fell down to his nose.

___The sun visor in the store was too expensive.

___Jeff bought blue material and a pattern.

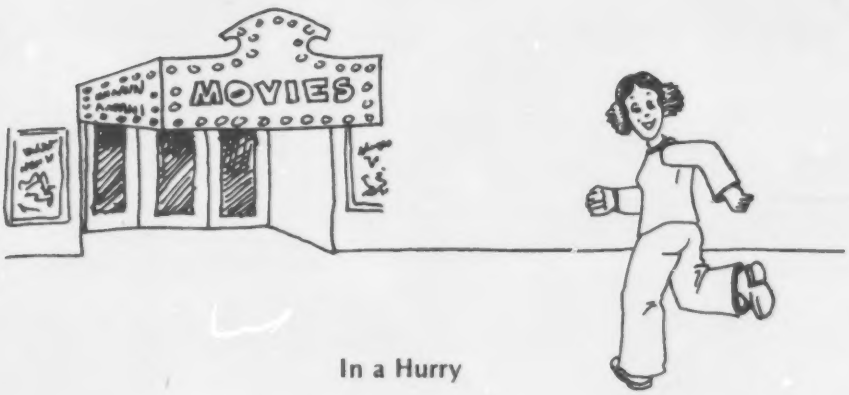
Student Activity C

Directions: Match the words to their meanings.

1. shears	___ to be the right size
2. fabric	___ a tool to cut material
3. by hand	___ to change something
4. to fit	___ sewn without a machine
5. to alter	___ material

New Words

the eye of a needle	to stitch (a stitch)
single	to baste
a knot	to fasten
loose	to tear
tight	to rip (a rip)
	embarrass



In a Hurry

Sue was in a hurry to go to the movies. She wanted to wear her brown slacks, but they were torn in the back.

There was not enough time to open up the sewing machine. Sue got some brown thread and cut a single piece of it. She put the thread through the eye of the needle, but did not make a knot at the end.

Sue quickly basted the pants. She did not have on a thimble, and she hurt her middle finger with the needle. She stitched faster and faster. It was almost time for the movie to start. When Sue finished basting the pants, she forgot to fasten the end of the thread. She took the needle out, put on the pants, and ran to the movies.

Sue was just in time. The movie was ready to begin. She walked to an empty seat and sat down.

r-r-r-r-ip!

Sue's pants tore again. Sue was so embarrassed. She looked at the people around her. No one heard the rip. She was lucky.

The lights went out and the movie began. Sue quietly got up and left the movie. She went home to sew her pants again – the right way this time.

Student Activity A

Directions: List four things that tell you Sue was in a hurry.

1.

2.

3.

4.

Student Activity B

Directions: Write True or False before each sentence.

_____ 1. Basting stitches are tight.

_____ 2. The eye of a needle is a hole.

_____ 3. Sue was a careful worker.

_____ 4. "Single" means two.

_____ 5. A rip is a tear.

Student Activity C

Directions: Circle the word that fits in the blank.

1. knot
   not
   Make a _____ at the end of the thread.

2. quietly
   quickly
   Sue stitched the pants _____.

3. fast
   fasten
   A quick worker sews _____.

4. Loose
   Lose
   _____ stitches will tear apart.

5. ripe
   rip
   A _____ can be embarrassing.

New Words

a ruler	a fraction
a yardstick	whole
an inch	half
a foot	quarter
a yard	eighth
a gauge	

Measurement is important for good sewing. You learned how to measure in math class. You practiced measuring in sewing class, too.

Here are some word problems. You must be a good reader to get the problems right.

1. Jeff bought ½ yard of material for his sunvisor.
   How many inches of material did Jeff buy? _____

2. Sue cut a piece of thread 16 inches long. She used 13 inches of the thread.
   How many inches of thread were not used? _____

3. Mrs. Funari bought 1¼ yards of material for a blouse and 1¼ yards of material for a skirt.
   How many yards of material did Mrs. Funari buy altogether? _____

4. Some pretty, green fabric was 36 inches wide.
   How many yards wide was the fabric? _____

5. A lady bought 2 2/8 yards of material. She wanted to make two pillows.
   How many yards of material did the lady use for each pillow? _____

Student Activity A

Directions: Use a ruler to draw these lines.

Example:
1¾ inches

$2\frac{1}{8}''$

$5\frac{2}{4}''$

$7\frac{5}{8}''$

$6\frac{1}{4}''$

$4\frac{4}{4}''$

Student Activity B

Directions: Your teacher will give you some string. Measure and cut pieces of string these lengths. Use a yardstick.

1. 2 yards
2. 3½ yards
3. 1¾ yards
4. 2¼ yards

Student Activity C

Directions: Write "too much" or "too little" in each blank.

1. John needed 3 yards of material. He bought 2½ yards.

   He bought _____ material.

2. Mrs. Green needed 4½ yards of material. She bought 5 yards.

   She bought _____ material.

3. You should have 1½ yards of material to make a pair of shorts. You have 1 5/8 yards.

   You have _____ material.

4. A man wanted 1¾ yards of material. The salesperson in the store cut 1½ yards of material.

   The salesperson cut _____ material.

5. A girl needed ¼ yard of material. Her friend needed ¼ yard of material, too. Together they bought 1 yard of material.

   They bought _____ material.

New Words

a basting stitch	an outline stitch
a backstitch	a chain stitch
a buttonhole stitch	a ladder stitch
overcasting	a blanket stitch
overhanding	a French knot
combination stitches	a lazy-daisy stitch
a cross stitch	a statin stitch
a featherstitch	a seed stitch
a spoke stitch	a herringbone stitch
a loop	to trim
to wrap	

You learned how to sew many stitches by hand. Some of the stitches are very pretty. Some of the stitches have funny names.

Here are some riddles about stitches. Can you name the right stitch for each riddle?

Riddle #1

I look like something to climb on. I have many loops. I am pretty to look at, but hard to stitch.

I am a _____ _____ stitch.

Riddle #2

I have the same name as a country. I am a pretty little dot. Wrap thread around a needle to make me.

I am a _____ _____.

Riddle #3

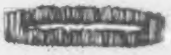
Use me before you use a sewing machine. I am not a strong stitch. I can hold two pieces of material together for a short time.

I am a _____ stitch.

Riddle #4

I am a strong stitch. Use me to make these by hand.

I am a _____ stitch.



Riddle #5

I look like a flower. I have five big loops and am very pretty.

I am a _____ _____ stitch.

Riddle #6

I am smooth and pretty. My stitches are very close together. You cannot see material through my stitches.

I am a _____ stitch.

Riddle #7

I am a pretty trimming stitch. I look like part of a bird's body.

I am a _____ stitch.

Riddle #8

I look like the inside of a wheel. I begin with a knot in the middle and have single stitches going to the outside of the wheel.

I am a _____ stitch.

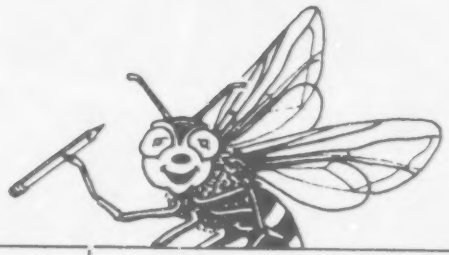
Riddle #9

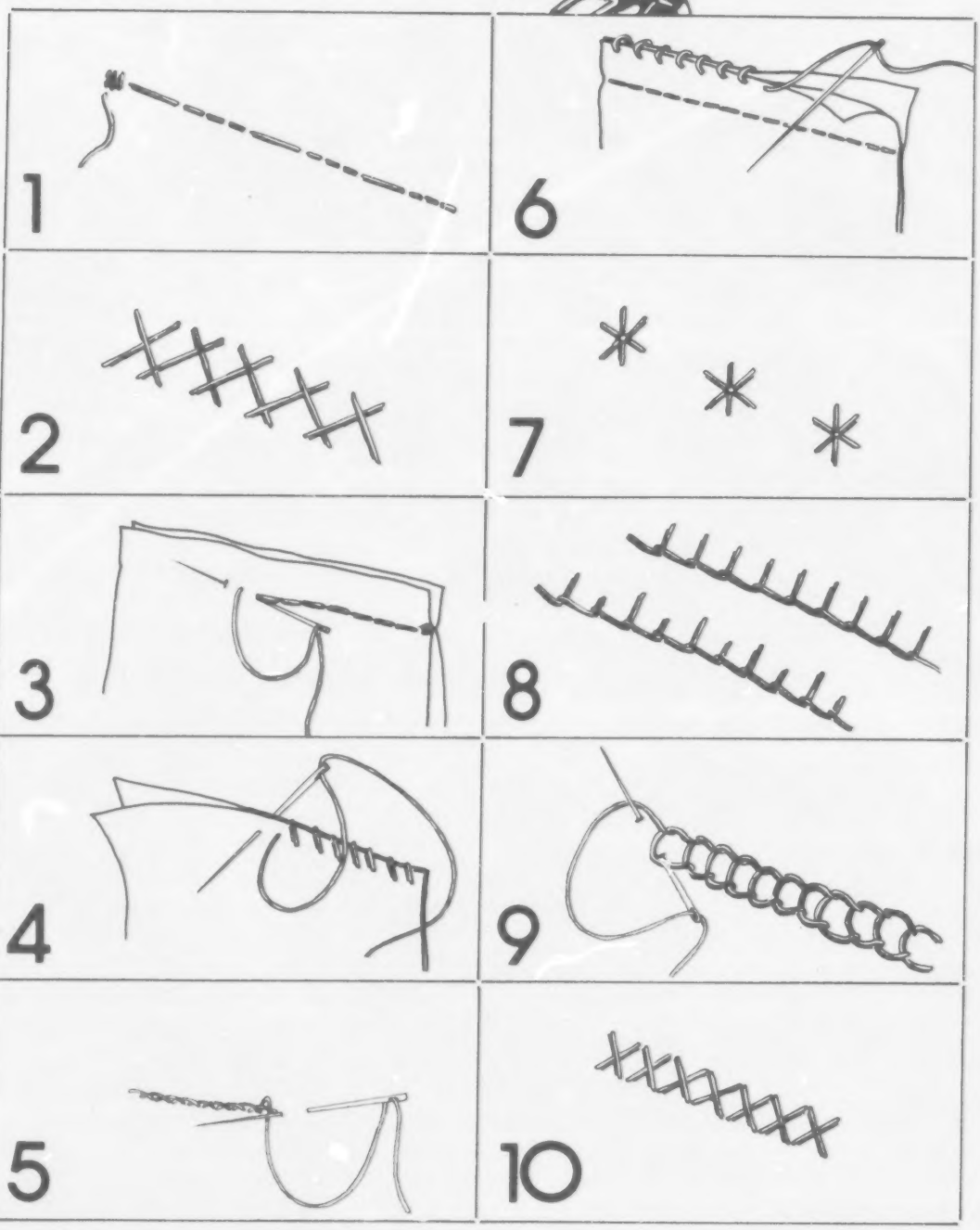
I have the same name as a small thing you plant in the ground. I am almost like the backstitch, but I have spaces between my stitches.

I am a _____ stitch.

Student Activity A

Directions: Name the stitches.

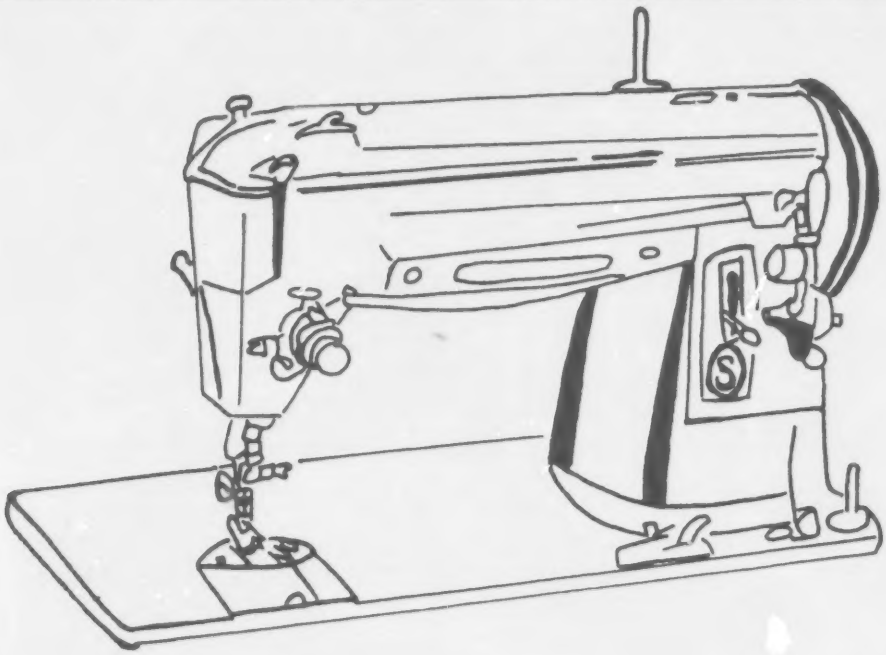




Student Activity B

Directions: Match the words to their meanings.

1.	a ladder	____	very smooth material
2.	a combination	____	something to climb
3.	a feather	____	a part of a wheel
4.	a daisy	____	two or more things put together
5.	a herring	____	a kind of flower
6.	a spoke	____	a cover to keep you warm
7.	satin	____	a kind of fish
8.	a blanket	____	part of a bird's body



The sewing machine has many parts. You learned the names of these parts in sewing class.

Here is a crossword puzzle about the sewing machine. Choose words from the list below to fill in the crossword puzzle. Use your sewing book if you need help. Good luck!

tension	backward
decrease	increase
bobbin	operator
zig	throat
petal	presser
winder	head

Across

2. Push the stitch-leng'h selector up to make the machine go _____.

4. _____ the tension to sew on thin material.

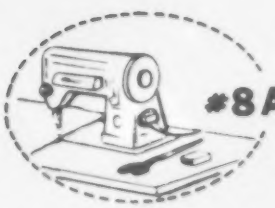
6. The _____ holds the thread under the slide plate.

8. The small picture shows the machine _____.

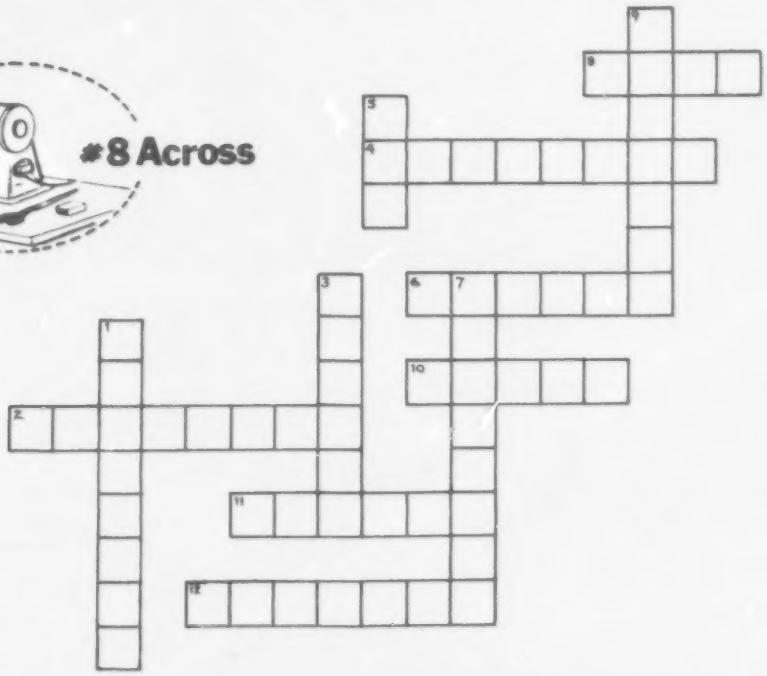
10. Step on the _____ 'o sew fast.

11. The _____ plate covers the bobbin.

12. The _____ foot holds the material down under the needle.



#8 Across



Down

1. Turn the tension dial to a smaller number to _____ the tension.

3. A bobbin _____ puts more thread on the bobbin.

5. A straight-stitch machine is not a _____ -zag machine.

7. A person who sews on a sewing machine is an _____.

9. The _____ makes the needle thread loose or tight.

New Words

a plug	to guide
an outlet	an edge
lint	a French seam
to oil	a flat fell seam
to lubricate	a top-stitch seam
to dust	a manual

Mrs. Warren, the sewing teacher, planned a test for her class. Roberta was the first person to take the test. She was nervous, but she tried her best.

Mrs. Warren watched Roberta carefully. This was Roberta's test:

1. Clean and lubricate the sewing machine.

Roberta dusted the table and the machine head. She oiled the bobbin case and brushed out the lint. Roberta did not know where to lubricate the machine. She never read the manual and now she could not finish the first part of the test.

2. **Sew a straight $\frac{5}{8}$-inch seam.**

Roberta put the plug in the outlet. She threaded the machine and put in the bobbin. Roberta started the machine and kept the edge of the material on the first guideline. She guided the material with her left hand and pushed the material with her right. Then Roberta turned on the light.

3. **Sew a top-stitch seam.**

Roberta sewed a straight seam. She ironed the seam to one side. Then Roberta turned the material to the right side and stitched on top of the pressed seam.

4. **Sew a flat fell seam.**

Roberta sewed a seam with the two wrong sides together. She trimmed the seam to $\frac{1}{8}$ inch wide and pressed it open. Next, Roberta folded the material so the right sides were together. She stitched another seam ¼ inch from the fold and pressed it down.

Student Activity A

Directions: Pretend that you are Mrs. Warren. List all the mistakes that Roberta made.

Mistakes in Part I

Mistakes in Part II

Mistakes in Part III

Mistakes in Part IV

I think Roberta's test grade should be _____

Student Activity B

Directions: Write True or False before each sentence.

_____ 1. Electrical outlets can be dangerous.

_____ 2. Oil lubricates machines.

_____ 3. An operator guides the material with the right hand.

_____ 4. An operator should *not* read the sewing machine manual.

_____ 5. Use flat fell seams in men's shirts.

_____ 6. End a seam by tying a knot.

Student Activity C

Directions: Cross out the words *that do not belong.*

1. You can stitch –

   a seam clothes a machine

2. You can trim –

   a seam lint material

3. You can read –

   a plug directions a manual

4. Things with an edge are –

   material a seam a wheel

5. You can wind –

   a bobbin a pedal a clock

Student Activity D

Directions: Circle the best answers.

1. Use the light on the sewing machine to –
   a. start the machine
   b. help you see better
   c. look nice

2. You should guide the material when you sew because –
   a. the needle will break
   b. the stitches will be loose
   c. it keeps the seams straight

3. Backstitching a seam –
   a. keeps the stitches tight
   b. keeps the stitches loose
   c. looks pretty

4. Push the stitch selector up to –
   a. increase the tension
   b. sew backward
   c. sew forward

5. Use the guidelines on the throat plate to –
   a. make a zig-zag seam
   b. keep the seam straight
   c. decrease the stitch length